

# **CORRELATES OF MANAGERIAL VARIABLES AND SECONDARY SCHOOL TEACHERS' JOB PERFORMANCE.**

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## **ABSTRACT**

This study was designed to ascertain the relationship between managerial variables and secondary school teachers' job performance in Cross River State. To achieve the purpose of this study, two hypothesis were formulated. Ex-post Facto research design was adopted for the study. Samples of two hundred (200) teachers were randomly selected for the study through simple random sampling technique. A questionnaire based on four point Likert-type scales was developed and administered to two hundred teachers. Pearson Product Moment Correlation Coefficient Analysis was used in analyzing the data. The result of the analysis revealed that, there is a significant relationship between staff motivation, staff training and teachers' job performance. Based on the findings and conclusion of the study, it was recommended that school managers (employers) should adopt motivational strategies and give teachers opportunities to attended trainings on regular basis.

**KEY WORDS:** Managerial Variables, Teachers' Job Performance,

## **INTRODUCTION**

Educational attainment is a major instrument for human and national development. Education cannot achieve its goals and objectives without quality human resources (teachers). In every organization, it is the combination of human, financial and material resources that contribute to the production of goods and services. The most important resource in any organization is human resource (personnel) because it plays the most important role.

It is revealed that human resources (personnel) is a critical resource and as an economic resource, it represents the aggregate of skills and attitudes resulting from education and training that are useful to the labour force for planning, organizing and carrying out economic processes (Adeyemi 2009). In the secondary school setting, teachers are the personnels' that prepare and coordinate other factors of production. They are the active resources that accumulate the wealth, exploit material resources and carry out national development. Secondary

school teachers need to be managed carefully and effectively in areas of training and motivation, so as to perform effectively towards achieving the organizational goals and objectives.

Managerial variables are variables that define the functions of managers (principals). The managerial variable implies the measures the head of an organization uses with the subordinates in the working environment towards achieving the organizational goals and objectives. The variables may make the subordinate to perform their duties or not. Management in this context is the way of getting things done through the teachers. Richman and Farmer (1977) state that management involves strategy, innovation, initiating change, creative problem solving and decision-making, actively seeking out alternatives and opportunities, reformulating goals and priorities, redeploying resources, negotiating, resolving conflicts, dynamics or active leadership, diplomacy statesmanship and a high degree of risk taking and entrepreneurship. Onuka (2006) opines that management entails accurate forecasting,

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systematic planning, budgeting, organizing, implementing and evaluation for improvement from the above definitions, it is the duty of the school manager (principal) to identify changes in the system that need new skills and techniques to handle. The principal should motivate and expose them to training and retraining for new knowledge. The management should prepare the teachers that prepare the students by helping them to come out from technological ignorance and motivate them for better job performance. Adesina (1988) maintains that training generally improves the performance and increases productivity of workers. Williams (2006) states that training becomes more important in helping teachers to remedy their deficiencies that are being multiplied daily due to advancement in information technology, fast changing economy and rapid political changes in the society.

Many employees in educational organizations specifically teachers, hide their identifies in public unlike other professionals who are happy to be seen as specialists in their fields. Even now so many teachers want to quit the job as quickly as possible for more recognized and more rewarding ones. A major cause of this attitude is poor motivation. Both the employer and the manager (principal) should adopt motivational strategies which could enhance teachers' status and job performance (Fasai 2009).

Ivancevich and Glueck (1986) see personnel management as the function performed in organization that facilitates the most effective use of people (employees) to achieve organizational and individual goals. Armstrong (2009) defines human resource management as a strategic, integrated and coherent approach to the employment, development and well being of the people working in organization. Boxall et al (2007) see human resource management as the management of work and people towards desired ends. Since personnel management is the function that facilitates the most effective use of people (employees) to achieve organizational goals and objectives, it could therefore be said that principals' management of human resources (teachers) affect their performance. Teachers' productivity depends on how they are managed by the principal.

Flippo (1984) states that "personnel management is the planning, organizing, directing, controlling compensation, integration, maintenance and separation of human resources to the end that individual, organizational and societal objectives are accomplished".

### **Statement of the problem**

The state government of cross river state has recruited a good number of trained and qualified teachers into secondary school education for the achievement of the stated goals and objectives of education. Yet students' academic performance deteriorates yearly and it is attributed to teachers' poor performance of their duties.

Managerial variables in terms of motivation and staff training area seen as strategies that can help teachers to be encouraged, increase knowledge, skills, ideas and use them to improve performance.

Teachers' poor performance may be lack of motivation and current knowledge to solve emerging issues in education due to fast changes in information technology in the society. Teachers, like their counterparts in other professions want to enjoy their rewards here on earth (Ejiogu 1985). Educational managers should motivate teachers and train them to remedy their deficiencies because of changes in the information technology. The researchers are interested to find out the extent to which managerial variables in terms of motivation and staff training relate to teachers job performance.

### **Statement of hypothesis**

1. There is no significant relationship between staff motivation and teachers' job performance.
2. There is no significant relationship between staff training and teachers' job performance.

### **Literature review**

To enlist job performance of workers in any organization, it is believed that workers can be influenced by the use of certain managerial variables and behaviours that can cause them to maximize production. Motivation is one of the major variables for such behaviour. Mbipom (2000) maintained that motivation is the cause of behaviour that is persistently directed toward a goal. Motivation may be regarded simply as an energizer of behaviour. Onem (2005) carried out a study on motivational strategies and secondary school teachers' task performance in Southern Cross River State of Nigeria. The purpose of the study was to investigate if there was any significant influence of motivational strategies on Secondary School Cross River State. Expost facto design was adopted for the study. Questionnaire was used to collect data and analyzed with ANOVA. The major finding of the

study revealed that there was a significant influence of motivational strategies on secondary school teachers' job performance. Ofoegbu (2001) viewed motivation as any force that would reduce tension, stress, worries and frustration arising from a problematic situation in a person's life. She proposed that teachers motivation could be regarded as those factors that operate in the school system which if not provided for teacher, would hamper performance, cause stress, discontent and frustration which subsequently results in poor quality of students output.

William (2006) researched on staff development programmes and secondary school teachers work performance in Uyo Senatorial District, Akwa Ibom State of Nigeria. The purpose of the study was to find out the relationship between staff development programmes and secondary school teachers' work performance in Uyo District Akwa Ibom State. The population of the study was three thousand and fifty three (3,053) teachers and the sample was (350) teachers in thirty (30) schools. ANOVA was used to analyzed the data. Results showed that staff training has a significant relationship with teachers' job performance.

#### Research method

The research design adopted for this study is Ex-post facto design since it focused on

finding out the relationship between managerial variables and teachers' job performance. The study area is Cross River State, one of the states in south-south geopolitical zone. It has 18 Local Government Areas and they have farming, trading and fishing as their major occupation. Calabar is the political and economic capital of Cross River State. The population comprises all the teachers in public secondary schools in the state. The samples consist of 200 teachers randomly selected from all the 18 Local Government Area of the state.

Data collection was carried out with the use of constructed instrument called managerial variables and teachers' job performance questionnaire (M.V.T.P.Q). Section A of this instrument contained 6 demographic (personal) information while section B contained 24 four-point Likert type items. 8 of these items measured each of the three sub-variables. This instrument was face-validated by experts in the department. Copies of the instrument were given to them to ascertain whether they measured what they were purported to measure. Some items were re-arranged and reframed according to their instruction. The researchers administered the instruments to the 200 teachers which ensured a 100 percent return rate. Pearson Product Moment Correlation was used for data analysis.

#### RESULT

Pearson Product Moment Correlation Co-efficient analysis was used in testing the hypotheses. The testing was done at 0.05 level of significance.

#### Hypothesis one

This hypothesis postulated that there is no significant relationship between staff motivation and teachers' job performance. Pearson Product Moment Correlation Analysis was used to test the hypothesis. Responses of teachers to the questionnaire items covering staff motivation and teachers job performance were computed. The result is presented in table one.

N= 200						
Variables	$\sum x$	$\sum x^2$	$\sum y$	$\sum y^2$	$\sum xy$	r-cal
staff motivation	3682	6068				
					90246	0.56
Teachers' job performance	3218	5462				

P<.05, df=138 critical r=0.198

The result in table one shows that the calculated r-value of 0.56 is greater than the critical r-value of .138 at .05 level of significance with 198 degree of freedom. With the result of this analysis, the null hypothesis that stated that there is no significant relationship between staff motivation and teachers job performance was rejected. This implies that staff motivation has a significant relationship with teachers' job performance.

### Hypothesis two

There is no significant relationship between staff training and teachers' job performance. The independent variable is staff training while the dependent variable is teachers' job performance.

This hypothesis was tested through a test statistic of Pearson Product Moment Correlation analysis. The response on staff training and teachers' job performance were computed. The result is presented in table two.

### Table two

Pearson Product Moment Correlation Analysis of the relationship between staff training and teachers' job performance.

Variables	$\sum x$	$\sum x^2$	$\sum y$	$\sum y^2$	$\sum xy$	r-cal
staff training	3466	5855				
					88431	0.62
Teachers' job performance			3218	5464		

$P < .05$ ,  $df = 138$  critical  $r = 0.198$

The result in table two shows that the calculated r-value of 0.62 is greater than the critical r-value of .138 at .05 level of significance with 198 degree of freedom. With the result of this analysis, the null hypothesis that stated that there is no significant relationship between staff training and teachers' job performance was rejected. This implies that staff training has a significant relationship with teachers' job performance.

### Discussion of findings

The result of hypothesis one revealed that there is a significant relationship between staff motivation and teachers job performance. The null hypothesis was rejected. In the light of this finding, it implies that if the managers (principals) motivate teachers it will affect their job performance positively. The result is in line with Hodgett's (2002) finding which revealed that motivation had become a propeller that propels a worker to put up his maximum effort to work toward the achievement of the organizational goals.

The findings of this study is further supported by Onem (2005) whose study revealed a significant influence of motivational strategies on secondary school teachers performance in southern, cross river state.

The result of hypothesis two revealed that there is a significant relationship between staff training and teachers' job performance. In terms of lesson presentation, control of behavior ability to motivate students and classroom management and control. This necessitated the rejection of the null hypothesis and the retention of the alternate hypothesis. This result suggests that teachers' participation in in-service training like conferences, seminar and workshop play a significant role on their performance. This portrays the training that is rich in ideas, new techniques and current information is likely to equip the teachers with more techniques, skills and competences to discharge their responsibilities creditably. This finding agrees with Uchendu (2010) whose study revealed that it is in conference, seminars and workshop that staff acquire new ideas, skills, knowledge and

techniques for professional development and put them on sound footing to meet the challenges of their work. Megginson, Mosley and Pietri (1983) stated that training of teachers improves the current performance of employees to meet the present and future organizational goals. Adesina (1988) submitted that training generally improves the performance and increases productivity of workers. Staff training is an important aspect of managerial variables because lack of it causes low level of job performance among workers.

Furthermore, it agrees with Williams (2006) that training becomes more important in helping teachers to remedy their deficiencies that are being multiplied daily due to advancement in information technology, fast changing economy and rapid political changes in our society.

### CONCLUSION/RECOMMENDATION

Based on the result of this study, it was concluded that managerial variables have significant relationship with secondary school teachers' job performance in Cross River State. The following conclusions were drawn:

- There is a significant relationship between staff motivation, staff training and teachers' job performance.

### RECOMMENDATIONS

School managers (employers and principals) should adopt motivational strategies which could enhance teachers' job performance toward accomplishing the stated educational goals and objectives.

The managers should ensure that teachers are given opportunities to attend well organized conferences, seminars and workshops to update their skills, knowledge and professional competence.

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